**“Upstanders, Arise!”**

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In this unit, we begin by modeling a [multimodal presentation](http://storify.com/c4tuna/upstanders-rise) for students that investigates contemporary Social Action issues of importance to youth while providing protocols to help students to unpack media messages. Then we turn it over to the students, who choose and research their own issues and texts, design a protocol to implement their Social Action Plan, and reflect on their thinking through writing and diagramming.

**Learners**: The learners are New England high school seniors and college freshmen.  They and their families are primarily middle to upper-middle class, white European Americans. They are conservative politically.  
  
**Self**: High School English Teacher in MA and University Information Literacy Librarian in NH. Both instructors value media literacy and believe that attainment of these skills can lead to student activism and community engagement.  
  
**Context**: Information Literacy curriculum unit in High School English class and first-year seminar college class.   
  
**Community**: High School and University campuses in MA and NH

**PURPOSE**  
Our goal is to empower students to deconstruct media messages in order to learn how to make a difference in their worlds.  
  
**Standards**  
  
Common Core Anchor Standards (MA):

## Reading Craft and Structure

* [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
* [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

* [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
* [CCSS.ELA-Literacy.CCRA.R.8](http://www.corestandards.org/ELA-Literacy/CCRA/R/8/) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
* [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**ACRL Information Literacy Standards**

* 3.2: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
* 3.3: The information literate student synthesizes main ideas to construct new concepts.
* 3.4: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
* 3.5: The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.
* 4.3: The information literate student communicates the product or performance effectively to others.
* 5.1: The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology

**TASK/ACTIVITY**

**Argument:**

Youth can make a difference in their worlds when they have the tools to deconstruct media messages.

**Driving Questions**

* How might media analysis help students to a) unpack embedded messages in texts and b) to engage in activism?
* Would media message analysis proficiency stimulate students’ interest in engaged citizenship?
* How empowered do students become once they gain proficiency in media message deconstruction?

**Procedures**:

Teacher Modeling

* 1. Set Induction: Students will…
     1. Take poll of students to define what is an ‘upstander’ (pre-assessment)
     2. Brainstorm words and terms
     3. Create a Wordle in small groups to create gestalt
  2. Initial Activities
     1. Compare and reflect on products of group activities.
     2. Watch video on ‘Stand Up to Bullying’ and analyze the message
     3. Take a formative survey as dipstick
     4. Design a digital slogan. Prompt: What do you want others to know about being a ‘bystander’, ‘activist’, or ‘social instigator’
     5. Implement an online reading process
     6. Conduct Content Analyses of various visual media texts
     7. Conduct Discourse Analyses of various print media texts (with companion glossary)

1. Class discussion on deconstructing media messages using Discourse Analysis Protocol/ [Glossary](http://quizlet.com/19634052/discourse-devices-flash-cards/) and [Content Analysis Protocol](http://idigitmedia.com/teaching/lesson-plans/content-analysis-protocol/), and NAMLE framework. This discussion will enable students to apply appropriate key terms and concepts when analyzing media messages.
   1. Teacher modeling deconstructing a media example
   2. Class collaborates to deconstruct a media example using the protocol and framework

**Student Tasks**

1. **Storify Research & Analysis with presentation**

***Details:*** Select a current events topic of interest that you are passionate about. Use Storify to research how this event is covered in the media. This could include web articles, blogs, news casts, tweets, Facebook posts, radio broadcasts, PSAs, news headlines, etc. Create a story that highlights coverage using at least 5 examples of media sources. Analyze and evaluate each source in your story based on the following criteria:

* + - Author
    - Audience
    - Purpose
    - Objectivity
    - Accuracy
    - Effectiveness of Delivery

Present and reflect on your findings. Compare and contrast messages from each text.

Are they the same? Different? Why might this be? Be sure to include evidence from each text as well as your own conclusions. What about your findings would lead you to social action? Think about what this action might look like as you will be creating an action plan based on your reflection.

Students will publish their Storify project on a class wiki and share with the class as a presentation.

1. **Action plan/protocol based on findings**

***Assignment:  Design a protocol of your Social Action Plan.  Your goal:  Help others to understand how to engage in the social action that you envision.***

1. **Purpose:** What is the goal of your Social Action Plan? Write it up as a one-sentence statement.

2. **Materials:** List all major items needed to carry out your Social Action Plan. Make a bulleted list of 5-10 essential materials that would help teens to be successful in their own Social Action.

3. **Methods**: What steps do teens need to follow in order to enact your Social Action Plan?  Create a sequential list of steps.  Be as specific as possible so that other teens have the information they need to know to be able to repeat your experiment and verify your results.

4. **Assessment:** How will teens know that they have been successful once they have carried out your Social Action Plan?  What evidence will they need to collect to support their claim of success?

5. **References**: Are they any texts that you might recommend for teens to use as sources as they attempt to carry out your Social Action Plan?  List them so that anyone reading your protocol can research and digest these sources if they desire.

1. **Reflective thinking diagram**

***Assignment:  Create a visual to explain your thinking.***Draw some diagram, flow chart, or schematic to explain your planning and implementation of your Social Action Project. As your visual needs to be composed digitally, you might consider using MindMeister, Prezi, Word (flow charts), or other tools.

**Questions to consider as you visualize your thinking.**

* + How did you envision the different components of your Storify when you started?
  + What theory, intertextual links, instructional strategies, content,  and classroom management considerations did you incorporate into your presentation to the class?

**CONTENT**  
  
**Topics**

Critical media analysis and evaluative criteria, media ethics and ownership, media bias, community engagement, current event analysis  
  
**Texts**

***Teacher Modeling***: A [Storify](http://storify.com/c4tuna/upstanders-rise) contains multiple texts, including a short original film, website resources, commercials, film trailers, poll, survey, visuals, student artifacts, a video game, three protocols, NAMLE core principles, glossary of terms, and online reading instructions.

***The students’ choices of texts*** will vary based on students’ topic/issue choices in their own practice. Texts may include but are not limited to:

* Broadcast/web news clips
* Newspaper, magazine, and online news articles
* Tweets, Facebook posts, other social media content
* Web videos
* Radio broadcasts
* Event background information via Opposing Viewpoints database
* Visuals: Works of art, political cartoons, photography, graphic art, advertisements, etc.
* PSAs

**PEDAGOGY:** Critical literacy praxis

Instructional Strategies:

* Inquiry-based activity-simulate a ‘change activity’ or product
* Frontloading
* Polling
* Surveying
* Content Analysis Protocol
* Discourse Analysis Protocol
* Discourse Devices Glossary
* Online Reading Protocol
* Writing as learning
* “Sandwich” reflection

Tools:

* Storify
* Animoto
* Google Form
* Wordle
* Socrative Poll
* Twitter
* Vimeo
* Opposing Viewpoints

**ASSESSMENT**

*Students will:*

* Create a Storify project reflecting their deconstruction and analysis of media messages related to their topic (e.g. Social Action Initiative)
* Create a protocol for helping youth to take action on local issues that are important to them
* Reflect on their discoveries and explore how this new knowledge might encourage them to engage in community activism (eg., create an Upstander protocol for their campus)

*How to Measure?*

* Formative assessment: Socrative polling and Google Survey
* Summative assessment: Rubrics for Storify project and Self-Reflection (writing and diagramming)